



## Efficacy of play Therapy in Developing Concepts Among, Children with Moderate Intellectual Disability

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### ABSTRACT

*A study on efficacy of play therapy in promoting concept development among moderately intellectually Disabled was carried out with 90 children (47 boys and 43 girls). Purposive Sampling method was used to select the sample. Quasi experimental method was followed and the results revealed that play method was followed and the result revealed that Play Therapy made a significant effect on concept development of the children with moderate intellectual Disability, when Age, Gender and Family Income are considered.*

**KEYWORDS :** Children with Moderate Intellectual Disability - Play Therapy- Concept Development.

### INTRODUCTION

Teaching through activities has been found very successful and is no more looked down upon. When children play, they are first of all active. They are doing something with their eyes, hands, sometimes with their whole body. They tend to explore objects with all their sense, not just one or two.

It should be the aim of the teacher to make learning more enjoyable, applicable and purposeful through multisensory approach. In playing a game the goal should be well defined and visible, not abstract. That makes it easy for children to concentrate.

The main goal of play therapy for intellectually disabled is to divert the attention, develop a better rapport with the other children, to promote normal development in spite of physical, mental or emotional disability. It also encourages self expression and communication. Research evidence indicates that human beings have prolonged infancy to allow lots of time to play so that they may develop their sophisticated skills. It is likely that play fosters curiosity and exploration. Therefore, this crucial aspect called play warrants extra attention.

Keeping this in view the study was carried out among children with moderate Intellectual Disability using Play Therapy as an intervention activity with the following objectives:

- To explore the current level of concept development among children with moderate intellectual disability
- To study the effectiveness of Play Therapy on concept development among children with moderate Intellectual Disability.
- To study the influence of Age, Gender and Family Income on concept development among children with moderate Intellectual Disability.

### REVIEW OF LITERATURE

#### Impact of Play Therapy on Intellectually Challenged Children

George, Braun and Walker (1982) in their study employed individual and group developmental therapy and also play therapy to 58 children aged between 3 to 6 years. The result showed that the experimental group surpassed the control group in accomplishing the developmental tasks. It also demonstrated a significantly higher score on how a child viewed mother's thoughts about himself as opposed to his own views about himself.

Newcomer and Morrison (1974) compared individual play therapy with directive and non-directive leadership with group play therapy with directive and non directive leadership. The therapy was administered to 12 children aged between 5-11 years. The mean scores of both treatment groups comprised of Intellectually Disabled children increased continuously over 30 weeks as measured by the Denver Developmental Screening test

Morrison and Newcomer (1975) implemented 11 sessions of directive play therapy and also 11 sessions of non-directive play therapy with test. A beneficial effect on social and intellectual functioning was shown as compared to the control group.

Myers (1970) conducted an experimental study on puppet therapy with 48 intellectually disabled children. The therapy was given two times a week for 15 weeks. The result showed that there was a significant improvement in emotional adjustment when compared to control group as measured by California test of personality.

### METHODOLOGY

For the study 90 children (47 boys and 43 girls) with moderate intellectual disability (I.Q 35-49) from the special schools from Coimbatore. Quasi experimental design was used for this study. The purposive sampling technique was adopted. The independent variables were Age, Gender, Family income & Residential status and the dependant variable is the concept formation. The tool developed by the investigator was concept assessment check list to assess the concept development. The check list for concept had ten components, involving activities related to arranging the objects in sequential order, relating colours to the objects in the environment, recalling and reading the data, month and year.

### Scoring Scheme:

Scoring was given in the following manner. For the assessment of concept a four point rating scale was followed. When the task was completed independently a three point score, on completing the task with verbal prompting a two point score for the task with physical prompting one point score was given. If the subject did not perform the activities, it was marked less and has listed as a non-performer. The game was developed in such a way to incorporate component skill activities to develop concept formation. The games were graded from simple to complex. The students were given practice and encouragement to complete one game and proceed to the next one. In the first phase, pretest was administered using the tool developed. Following this, the intervention i.e., play therapy was offered for two hours, an hour in the morning and another in the evening per day for a period of ten months. In the second phase after training, a post test was administered using the same tool and in the third phase the data were analyzed using the quantitative method.

### RESULTS AND DISCUSSION:

Table1 shows the pre and post test scores obtained by the subjects in concept development

**TABLE 1  
PRE AND POSTTEST SCORES ON CONCEPT**

Variables	Levels	Testing	N	df	Mean	SD	t-value significant at 1% level
Age (years)	6-9	Pretest	30	29	0.70	0.88	3.95
		Posttest			2.73	2.68	
	10-13	Pretest	30	29	0.77	0.90	7.41
		Posttest			3.17	1.42	
	14-17	Pretest	30	29	3.33	2.28	8.25
		Posttest			6.43	3.10	

Gender	Boys	Pretest	48	47	1.25	1.82	9.79
		Posttest			4.25	2.85	
	Girls	Pretest	42	41	2.00	2.00	5.39
		Posttest			3.95	3.15	
Residential Status	Residential	Pretest	48	47	1.54	2.02	7.95
		Posttest			3.75	3.16	
	Non-Residential	Pretest	42	41	1.67	1.84	7.10
		Posttest			4.52	2.74	
Family Income	High Income	Pretest	18	17	1.44	1.92	4.90
		Posttest			4.50	3.11	
	Middle Income	Pretest	42	41	1.64	2.00	5.81
		Posttest			3.52	2.82	
	Low Income	Pretest	30	29	1.63	1.90	7.88
		Posttest			4.70	3.06	

The above table reflects the t-value of the samples with respect to Age group, Gender, Residential Status and Family Income indicated a significant difference at 1% level. Hence the null hypothesis stated as "there is no significant difference between the pre & post scores of concept with respect to variables" is rejected.

To conclude, Play Therapy made a powerful impact on the Concept development of children with Moderate Intellectual Disability.

**Table 2**  
**2 x 3 FACTORIAL DESIGN ANCOVA FOR CONCEPT**

Source of Variance	df	SSy.x	MSSy.x	Fy.x
Gender	1	42.31	42.31	9.83*
Family Income	2	57.02	28.51	6.62**
Gender * Family Income	2	36.32	18.16	4.22**
Error	83	357.30	4.30	
Total	89	790.89		

\*\* Significant at 0.01 level

\*Significant at 0.05 level

The above table highlights the adjusted F-value for Gender is 9.83 which is significant at 0.01 level. It indicates that the mean scores of Concept of Moderately Intellectually Disabled Boys and Girls differ significantly when pre Concept was taken as covariate. In this context the null hypothesis stated that "there is no significant influence of Gender on Concept development of Children with Moderate Intellectual Disability by considering pre Concept as covariate" is rejected.

While considering Family Income the adjusted F-value is 6.62 which is significant at 0.01 level. It indicates that the mean scores of Concept of children with Moderate Intellectual Disability belonging to Higher, Middle and Lower Family Income differ significantly when pre Concept Skills was taken as covariate. In this context, the null hypothesis stated that "there is no significance influence of Family Income on Concept development of Children with Moderate Intellectual Disability by taking Pre Concept as covariate" is rejected. To investigate which income level has significant difference Scheffe's F-test is used.

**Table 3**  
**INCOME COMPARISON USING SCHEFFE'S 'F' TEST FOR CONCEPT**

Age Group	Adjusted Mean	MSE	High	Middle	Low
High	5.16	4.30		12.83*	0.80 Ns
Middle	3.24				7.2*
Low	4.68				

\* Significant at 0.05 level

Ns- Not significant

The above table shows that the F value for the Income level of High versus Middle is 12.84 is significant at 0.01 level. But the F-value for the

Income level of High versus Low is 0.80 which is not significant. The F-value of middle versus low is 7.2 which is significant at 0.05 level. This indicates that the children belong to the high family income secured higher score (m= 5.16) than the middle (m= 3.24) and low family income (m= 4.68) in concept development.

The adjusted F-value for interaction between Gender and Family Income is 4.22 which is significant at 0.01 level. It indicates that there was significant influence of resultant interaction between Gender and Family Income when pre Concept development was taken as covariate. In this context the null hypothesis stated that "there is no significant influence of interaction between Gender and Family Income by taking Pre Concept development as covariate" is rejected. It may therefore be concluded that Concept development was found to be dependent of interaction between Gender and Family Income when pre Concept development was taken as covariate.

**Table 4**  
**3 x 2 FACTORIAL DESIGN ANCOVA FOR CONCEPT**

Source of Variance	df	SSy.x	MSSy.x	Fy.x
Age	2	20.89	10.44	2.10Ns
Gender	1	14.80	14.80	2.98Ns
Age* Gender	2	5.08	2.54	0.51Ns
Error	83	412.82	4.97	
Total	89	790.89	8.89	

Ns – Not significant

From the table it is evident that the adjusted F-value for Age is 2.10 which is not significant. It indicates that the mean scores of Concept development of children with Moderate Intellectual Disability belonging to different Age Groups namely. (6-9 yrs, 10-13 yrs, 14-17 yrs) do not differ significantly when pre Concept Score was taken as covariate. In this context, the null hypothesis stated that "there is no significant influence of Age on Concept development of Children with Moderate Intellectual Disability" by taking pre Concept formation as covariate is not rejected. It may therefore be concluded that children with Moderate Intellectual Disability belonging to different Age Group were found to be in the same level in Concept development.

The adjusted F-value for Gender is 2.98 is not significant. It indicates that the mean scores of Concept of Moderately Intellectually Disabled Boys and Girls do not differ significantly when pre Concept was taken as covariate. In this context, the null hypothesis stated that "there is no significant influence of Gender on the concept development of Children with Moderate Intellectual Disability by taking pre Concept as covariate" is not rejected. It may therefore be concluded that both Boys and Girls were found to be in the same level in Concept development.

The adjusted F-value for interaction between Age and Gender is 0.51 which is not significant. It indicates that there was no significant influence of resultant interaction between Age and Gender when pre Concept development was taken as covariate. In this context, the null hypothesis stated that "there is no significant influence of interaction between Age and Gender of Children with Moderate Intellectual Disability on Concept development by taking Pre Concept as covariate" is not rejected. Hence it is concluded that Concept development was found to be independent of interaction between Age and Gender when pre Concept Skill was taken as covariate.

**CONCLUSION**

Through this study it was proved that play activities could be used as an effective strategy for imparting Concepts. Hence it is important to pay due attention to inculcate functional skills of children with moderate Intellectual Disability who are at all levels at the right time by right means.

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